Course Title: GC1030 ELD 3 Literature
School: Mountain View High School
UC/CSU requirement: No/No
Textbook and/or other learning resources: *Edge B Textbook, Workbook, Grammar book*; Adapted novels: *Frankenstein, A Christmas Carol* and supplementary materials; Actively Learn; Newsela
Prerequisites: Successful completion of ELD 2, Teacher Recommendation, ELPAC Placement Test

Student Learning Outcomes:

Reading	Writing	Speaking and Listening
Students will engage with complex texts to build knowledge across the curriculum. They will read and comprehend both literary and informational texts looking at grammar, vocabulary, multiple levels of meaning, author's purpose, genre conventions and figurative language.	Students will use evidence to inform, argue and analyze. They will share information to help readers understand a topic or concept, presenting arguments logically to defend interpretations or judgments, and craft written language to achieve their purposes. They will use evidence, analyze information and conduct research. Students will cite specific evidence in defense of the claims and consider the strength of evidence of others. By engaging in research students will learn to ask questions and solve problems independently.	Students will work together collaboratively, understand multiple perspectives and present ideas. They will listen critically and participate actively in cooperative tasks. Students will build upon others' ideas, articulate their own ideas and confirm their understanding through informal, collaborative group interactions and formal presentations that integrate information from oral, visual, quantitative, and media sources for different audiences, task, purposes, and disciplines. Students will interpret information and explain how it contributes to target topics, texts and issues. They will present claims and finding by sequencing ideas logically and use pertinent description, facts and details to accentuate main ideas or themes. Students will use strategies such as focusing on relevant parts of a message, making predictions, and monitoring their comprehension. Students will use interactional competence to participate in the social context of the classroom, negotiating, constructing, and challenging norms of interaction.

Assessment and Grading (BP 5121 / AR 5121)**:** To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

> 1. Grading categories and their percentage weights: **Grading practices are determined by course teams. All teachers of this course will determine grades as defined below:**
>
> **Grade categories:** Semester letter grades will be determined from formal assessments of a student's proficiency in the following subject area standards:
>
> - Writing   25%
> - Reading   25%

- Listening/Speaking   25%
- Academic Language/ Writing Conventions   15%
- Work Habits   10%

2. <u>Achievement evidence collected within each grading category::</u> For each grading category (#1 above)
Writing, Reading, Listening/Speaking, Academic Language/ Writing Conventions grades: Students will be assessed on their daily practice of English through written & oral participation, homework, quizzes and completion and quality of assignments. Assessments will be given at the end of each chapter, unit and book.

3. <u>Grading scales:</u>
90-100   A   Advanced
80-89   B   Proficient
70-79   C   Basic
60-69   D   Below Basic
50-59   F   Far Below

4. <u>Homework/outside of class practices</u> (<u>AR 6154</u>): Students may expect to spend approximately one half hour per night on reading and/or written assignments two to three times a week. Students are expected to participate in class activities and daily assignments. They will keep all classwork/homework and written assignments in a folder or binder and develop good work habits.

5. <u>Excused absence make up practices</u> (<u>Education Code 48205(b)</u>): Students will have the opportunity to make up missing work for the same number of days they are absent for proficiency grades in skill areas, but will lose credit in the "work habits" category if work is late. Students can expect to arrange with their teacher how and when work will be made up.

6. <u>Academic integrity violation practices</u> (<u>LAHS Academic Integrity Policy</u> / <u>MVHS Academic Integrity Policy</u>):The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

7. <u>Late work practices:</u> Students will have the opportunity to complete late work. 10% of the grade will be deducted from the "work habits" category for each day up to three days after the designated due date.

8. <u>Revision practices:</u>Patterns of Proficiency: Students will have multiple opportunities to demonstrate proficiency for each skill taught. Students' grades will reflect a demonstrated pattern of achievement and practice to obtain mastery through daily work scaffolded to build necessary skills needed, allowing grades to accurately reflect daily learning and improvement.

9. <u>Extra credit practices:</u> No extra credit will be given to replace assignments. Extra assignments will be practice to achieve proficiency in specific areas.

10. <u>Digital Device Policy:</u> Devices can only be used in class at the teacher's discretion and should be used in line with the MVLA Digital Device and Behavior Policies.

Instructor's contact information:

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